

# ADVANCED PERSONALITY PSYCHOLOGY – PSYC30

## Prof. Marc A. Fournier

This course is intended to advance students' understanding of contemporary personality theory and research. Emerging challenges and controversies in the areas of personality structure, dynamics, and development will be discussed.

**Prerequisites:** PSYB30H3 (Introduction to Personality Psychology)  
& [PSYB01H3 or PSYB04H3 or PSYB70H3] &  
[PSYB07H3 or STAB22H3 or STAB23H3]  
(Exclusions: (PSYC35H3), PSY337H)

**Instructor Email:** [marc.fournier@utoronto.ca](mailto:marc.fournier@utoronto.ca)

**Teaching Assistants:** Chris Sciberas (Head T.A.), Nicole Cosentino, & Maya Amestoy.

**Lectures:** Wednesdays from 11:00 to 13:00 in SW143 (lectures will be WebOptioned).

**Readings:** All readings can be obtained from the Library Reading List (on Quercus).

**Office Hours:** Wednesdays from 13:30 to 14:30 on Zoom (details on Quercus).

### I. Objectives & Outline

#### Learning Objectives

To reinforce students' understanding of the various sources of personality data ratings (i.e., self-report, informant report, behavioral observation) and their predictive validity.

To introduce students to various focal constructs in contemporary personality research (i.e., traits, goals, narratives) and the correlates and consequences of these constructs.

To reinforce students' understanding of the dynamics and development of personality from multiple theoretical perspectives (i.e., functionalist, organismic, integrative).

To introduce students to principal readings in contemporary personality science, and to familiarize students with the common forms/conventions of scholarly communication (i.e., empirical report, literature review, theoretical framework).

**Lecture Outline**

<b>Week</b>	<b>Date</b>	<b>Lecture Topic</b>
Week 1	07-Sept	Introduction & Overview
<i>Part I. The Manifestation of Personality</i>		
Week 2	14-Sept	Lecture 1. Personality & Consequential Life Outcomes
Week 3	21-Sept	Lecture 2. Personality & Interpersonal Perception
Week 4	28-Sept	Lecture 3. Personality & Self-Knowledge
<i>Part II. The Organization of Personality</i>		
Week 5	05-Oct	Lecture 4. Unity of Personality
Week 6	19-Oct	Lecture 5. Traits as Distributions of States
Week 7	26-Oct	Lecture 6. Understanding the Psychological Situation
<i>Part III. The Development of Personality</i>		
Week 8	02-Nov	Lecture 7. Functionalist Perspectives on Development
Week 9	09-Nov	Lecture 8. Organismic Perspectives on Development
Week 10	16-Nov	Lecture 9. Integrative Perspectives on Development
Week 11	23-Nov	Lecture 10. Volitional Personality Change
Week 12	30-Nov	Summary & Conclusion

**II. References & Readings**

*There is no textbook in this course.*

**Week 1. Introduction & Overview**

*There are no assigned readings this week. Please review the syllabus.*

**Week 2. Personality & Consequential Life Outcomes**

Ozer, D. J., & Benet-Martínez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, 57, 401-421.

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socio-economic status, and cognitive ability for predicting important life outcomes. *Perspectives in Psychological Science*, 2, 313-345.

### **Week 3. Personality & Interpersonal Perception**

Funder, D. C. (2012). Accurate personality judgment. *Current Directions in Psychological Science*, 21, 177-182.

Gosling, S. D., Ko, S. J., Mannarelli, T., & Morris, M. E. (2002). A room with a cue: Judgments of personality based on offices and bedrooms. *Journal of Personality and Social Psychology*, 82, 379-398.

### **Week 4. Personality & Self-Knowledge**

Vazire, S. (2010). Who knows what about a person? The Self-Other Knowledge Asymmetry (SOKA) model. *Journal of Personality and Social Psychology*, 98, 281-300.

Vazire, S., & Carlson, E. N. (2010). Self-knowledge of personality: Do people know themselves? *Social and Personality Psychology Compass*, 4, 605-620.

### **Week 5. Unity of Personality**

Fournier, M. A., Dong, M., Quitasol, M. N., Weststrate, N. M., & Di Domenico, S. I. (2021). Components and correlates of personality coherence in action, agency, and authorship. *European Journal of Personality*, 35, 1-22.

### **Week 6. Traits as Distributions of States**

Fleeson, W. (2001). Towards a structure- and process-integrated view of personality: Traits as density distributions of states. *Journal of Personality and Social Psychology*, 80, 1011-1027.

### **Week 7. Understanding the Psychological Situation**

Rauthmann, J., & Sherman, R. (2020). The situation of situation research: Knowns and unknowns. *Current Directions in Psychological Science*, 29, 473-480.

### **Week 8. Functionalist Perspectives on Development**

Baumert, A., Schmitt, M., Perugini, M., Johnson, W., Blum, G., Borkenau, P., ... & Möttus, R. (2017). Integrating personality structure, personality process, and personality development. *European Journal of Personality*, 31, 503-528.

### **Week 9. Organismic Perspectives on Development**

Ryan, R. M., & Deci, E. L. (2019). Brick by brick: The origins, development, and future of self-determination theory. In *Advances in motivation science* (Vol. 6, pp. 111-156). Elsevier.

### **Week 10. Integrative Perspectives on Development**

McAdams, D. P., & Olson, B. D. (2010). Personality development: Continuity and change. *Annual review of psychology*, 61, 517-542.

### **Week 11. Volitional Personality Change**

Hudson, N. W., & Fraley, R. C. (2015). Volitional personality trait change: Can people choose to change their personality traits? *Journal of Personality and Social Psychology*, 109, 490-507.

### **Week 12. Summary & Conclusion**

*There are no assigned readings this week.*

### **III. Evaluation Policies & Procedures**

Of greatest importance to me is the extent to which students can demonstrate their intellectual command of the subject matter of this course *in its entirety* at the end of the term. Consequently, it is essential that the final exam provide a comprehensive (cumulative) assessment of the course. Given the stress that cumulative final exams produce, students will have the opportunity to take two term tests to gain an interim assessment of their ongoing command of the course material. Both term tests will be one hour long and will be held outside of class. The first term test (20%) will cover Weeks 2 to 4 and will likely be held in Week 5 or 6. The second term test (20%) will cover Weeks 5 to 7 and will likely be held in Week 8 or 9. Any student who is missing a term test grade will be permitted to take a make-up term test that will be held in Week 10. The final exam (60%) will cover the course in its entirety (Weeks 2 to 11) and will be three hours long. Two-thirds of the questions will cover Part III; the other third of the questions will provide equal coverage of Part I and Part II. Each question will concern an idea from the lectures or readings and require a written response (from a single word to a few sentences).

#### **Summary:**

The first midterm (20%) will cover Part I (Weeks 2-4).

The second midterm (20%) will cover Part II (Weeks 5-7).

A cumulative final exam (60%) will cover all Parts (Weeks 2-11)  
= 10% [Part I] + 10% [Part II] + 40% [Part III] = 60%.

However, if your performance on the final exam with respect to Part I or Part II is greater than your performance on the respective term test, then I will let your performance on that part of the final exam assume the weight of that term test (essentially rendering the term test a practice test). In other words, if you can improve from the term test to the final exam, then your term test grade will not count. Stated differently, your performance on the term tests and final exam will have an interactive, rather than additive, effect on your final grade.

#### IV. University Standards & Campus Services

**Writing Support.** The Centre for Teaching and Learning (CTL) provides online resources, drop-in hours, one-on-one consultations, and writing workshops. For more information, please visit CTL's Academic Learning Support site at <http://uoft.me/AcademicLearningSupport>.

**Academic Integrity.** The University treats cases of cheating and plagiarism very seriously and sanctions can be severe (e.g., zero in the course, suspension, or expulsion). The University's [\*Code of Behaviour on Academic Matters\*](#) outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

**Religious Accommodations.** The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

**Disability-Related Accommodations.** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office (<http://www.uts.utoronto.ca/ability/>) as soon as possible. AccessAbility Services staff (located in Room AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 or email [ability.uts@utoronto.ca](mailto:ability.uts@utoronto.ca) for more information. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**Equity, Diversity, Inclusion.** The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

**Missed Term Work Policy.** For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Note:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.

- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar’s Office [petition process](#).

The email address to submit missed term work accommodation requests in <PSYC30> is:  
<[marc.fournier@utoronto.ca](mailto:marc.fournier@utoronto.ca)>

**ILLNESS OR EMERGENCY accommodations:**

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **within 2 business days** of the missed work:
  - the [Request for Missed Term Work Accommodations Form](#)
  - **\*AND\***
  - a screenshot of your Self-Declared Absence on ACORN

*Note:*

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2-business day window to explain the nature of the delay. Exceptions to the 2-business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

**ACADEMIC CONFLICT accommodations:**

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

*Note:*

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

**RELIGIOUS CONFLICT accommodations:**

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

**ACCESSABILITY SERVICES accommodations:**

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email the course email detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
  1. Complete the [Request for Missed Term Work Accommodations Form](#).
  2. Email the form **\*AND\*** your **Accommodation Letter** to the course email specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
  1. **Contact your AccessAbility consultant** and have them email the course email detailing the accommodations required.

**Accommodation Procedure:**

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

**Missed Accommodations:**

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for Missed Term Work Accommodations Form](#) and declare your extended absence on ACORN. \*Note: In the case of a

missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.